



**THE VOCABULARY MASTERY OF THE ELEMENTARY LEVEL  
STUDENTS OF THE CENTER OF ENGLISH LANGUAGE LEARNING  
(CELL) COURSE PATI IN ACADEMIC YEAR 2012/2013 TAUGHT  
BY USING INTERACTIVE POWER POINT GAMES**

**By  
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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2013**



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**SKRIPSI**  
**Presented to University of Muria Kudus**  
**in Partial Fulfillment of the Requirements for Completing the Sarjana Program**  
**in the Department of English Education**

**By**  
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**2013**

## MOTTO AND DEDICATION

### *Motto:*

- *Don't spend all your time just waiting for second chance.*
- *Whatever will be, will be.*
- *Don't wait for inspiration to start a thing, action always generates inspiration, inspiration seldom generates action.*

### *Dedication:*

*This skripsi is dedicated to:*

- *Allah the Almighty.*
- *Her beloved parents, Mr. Jayat and Mrs. Sukarmi, and her dearest sister, Nurida Wulandani, thanks for your support and blessing.*
- *Her all beloved teachers.*
- *Her lovely and her best friend "QUETRA", Chopie and Nafis.*
- *Her lovely friend "BLUEBERRY".*
- *Her friend in boarding house.*
- *All of English Education Department 2009 friends of UMK,*
- *Anybody who support her.*

## ADVISORS' APPROVAL

This is to certify that the skripsi of Dwi Wijayanti (NIM. 200932236) has been approved by the skripsi advisors for further approval by the Examining Committee.


Kudus, July 21<sup>st</sup>, 2013

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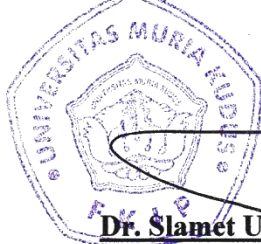
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## EXAMINERS' APPROVAL

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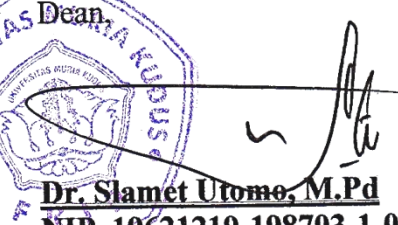
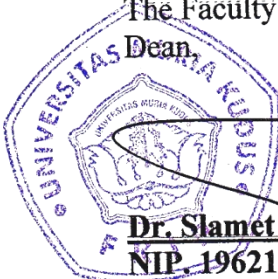
  
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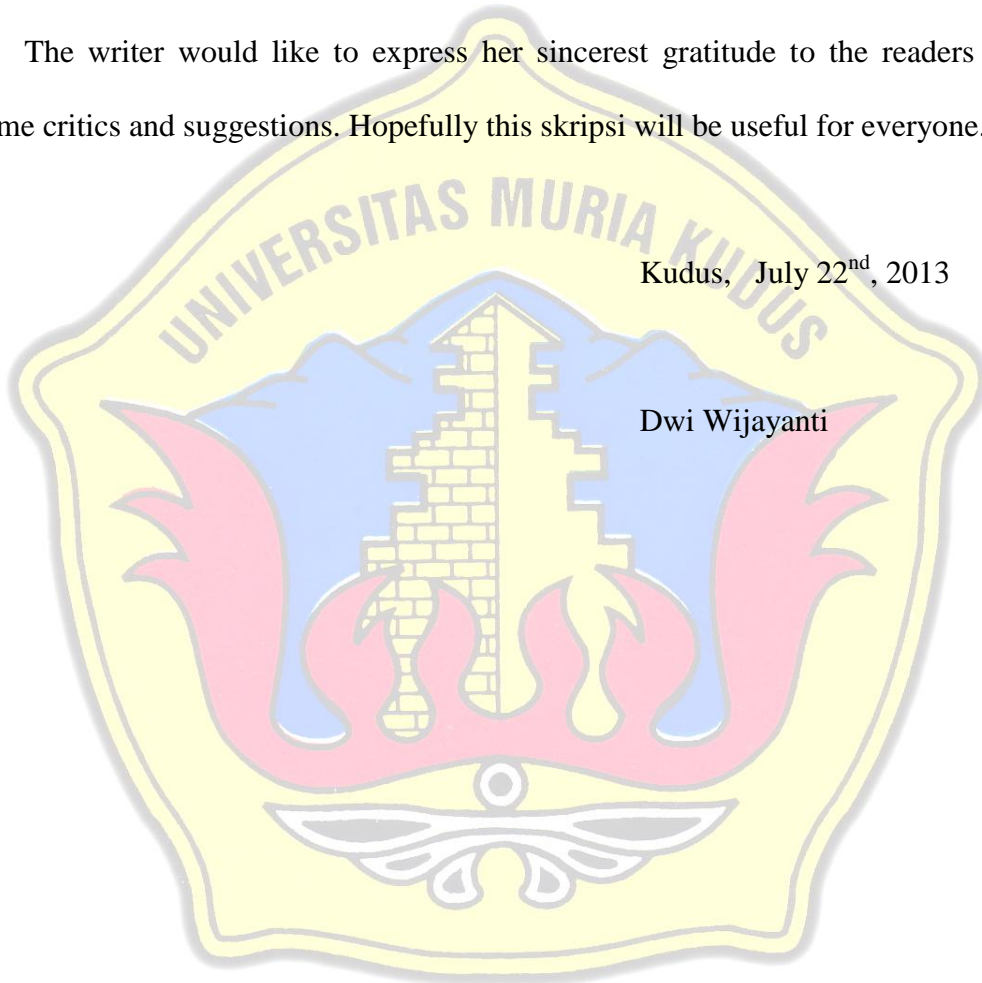
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Kudus, July 22<sup>nd</sup>, 2013

Dwi Wijayanti





## ABSTRACT

Wijayanti, Dwi. 2013. *The Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning (CELL) Course Pati in Academic Year 2012/2013 Taught by Using Interactive Power Point Games*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Drs. Muh. Syafei, M.Pd, (2) Mutohhar, S.Pd, M.Pd

**Keywords:** *Vocabulary Mastery, Interactive Power Point Games*

English as International language is used in many countries in the world and it has an important role to the information progress in many sectors especially in education. Realizing the importance of English, our government states that English must be taught since at elementary level until university. They are expected to master four skills. They are listening, speaking, reading, and writing. Besides that, vocabulary is one of important factor in learning English. Vocabulary is one of the components of language. Without a sufficient language, one cannot communicate or express his/her idea both oral and written form. Meanwhile, the elementary level students of *CELL* course Pati in the academic year 2012/2013 still have difficulties to memorize the vocabulary and they also felt bored when doing same activities in every meeting. Interactive Power Point Games is one of ways that can be used to overcome the problem. It can increase the students' English vocabulary and motivate the students to learn, because by using Interactive Power Point Games, the students get happiness, avoid the students' boredom, and help the students to memorize the vocabulary easily. Therefore, the writer uses Interactive Power Point Games in teaching English vocabulary.

The objective of this research is to find out whether there is a significant different between the vocabulary mastery of the elementary level students of the Center of English Language Learning (*CELL*) course Pati in academic year 2012/2013 before and after being taught by using Interactive Power Point Games.

In this research, the writer used quasi-experimental research as a design of the research. The population of this research is the whole of the elementary level students of the Center of English Language Learning (*CELL*) course Pati in academic year 2012/2013. The sample of this research is "A Class" that consists of 15 students. The research instrument that is used by the writer is test (multiple choice tests with 30 items) by giving pre-test and post-test.

The result of this research shows that  $t$  (obtained) value is 16.9. In the level of significance ( $\alpha$ ) = 0.05 and degree of freedom ( $df$ ) =  $N-1 = 15-1 = 14$ , the  $t$  (critical) is  $\pm 2.145$ , so the result of  $t$  (obtained) or ( $t_0$ ) is higher than  $t$ (critical) or ( $t_t$ ) and it shows there is a significant difference between the vocabulary mastery of the elementary level students of the Center of English Language Learning (*CELL*) course Pati in academic year 2012/2013 before and after being taught by using Interactive Power Point Games.

Based on the research result above, the writer concludes that Interactive Power Point Games is appropriate in teaching vocabulary of the elementary level students of the Center of English Language Learning (*CELL*) course Pati in academic year 2012/2013. For the English teacher and the other researcher, Interactive Power Point Games can be applied as a technique in teaching and learning process.



## ABSTRAKSI

Wijayanti, Dwi. 2013. *Penguasaan Kosakata Siswa Tingkat Dasar Lembaga Kursus Center of English Language Learning (CELL) Pati pada Tahun Ajaran 2012/2013 Diajar dengan Menggunakan Interactive Power Point Games*. Skripsi: Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Drs. Muh. Syafei, M.Pd, (2) Mutohhar, S.Pd, M.Pd

**Kata Kunci:** *Penguasaan Kosakata, Interactive Power Point Games*

Bahasa Inggris adalah bahasa internasional yang digunakan di berbagai Negara di dunia dan memegang peranan penting dalam kemajuan informasi di berbagai sector khususnya bidang pendidikan. Menyadari pentingnya bahasa Inggris, pemerintah Indonesia mengharuskan untuk mengajarkan bahasa Inggris sejak tingkat dasar sampai jenjang universitas. Para siswa diharapkan untuk menguasai empat ketrampilan. Diantaranya adalah ketrampilan mendengarkan, berbicara, membaca, dan menulis. Disamping hal tersebut, kosakata juga merupakan faktor penting didalam pengajaran bahasa Inggris. Kosakata adalah salah satu komponen dari bahasa. Tanpa bahasa yang cukup, seseorang tidak dapat berkomunikasi atau mengungkapkan idenya kedalam ucapan ataupun tulisan. Sementara itu, siswa tingkat dasar dari lembaga kursus *Center of English Language Learning (CELL)* Pati pada tahun ajaran 2012/2013 masih kesulitan dalam mengingat kosakata dan mereka juga merasa bosan ketika melakukan kegiatan yang sama setiap pertemuan. *Interactive Power Point Games* adalah salah satu cara yang dapat digunakan untuk mengatasi masalah tersebut. *Interactive Power Point Games* dapat meningkatkan penguasaan kosakata bahasa Inggris siswa dan memotivasi mereka untuk belajar, karena melalui *Interactive Power Point Games*, para siswa akan mendapatkan kegembiraan, menghindarkan siswa dari kebosanan, dan membantu siswa untuk mengingat kosakata secara lebih mudah. Oleh karena itu, penulis menggunakan *Interactive Power Point Games* didalam pengajaran kosakata bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari penguasaan kosakata siswa tingkat dasar Lembaga Kursus *Center of English Language Learning (CELL)* Pati pada tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan *Interactive Power Point Games*.

Dalam penelitian ini, penulis menggunakan penelitian kuasi-experimen sebagai rancangan penelitian. Populasi penelitian ini adalah seluruh siswa tingkat dasar lembaga kursus *Center of English Language Learning (CELL)* Pati pada tahun ajaran 2012/2013. Sample penelitian ini adalah siswa kelas A yang terdiri dari 15 siswa. Instrument penelitian yang digunakan dalam penelitian ini adalah tes (pilihan ganda sebanyak 30) melalui tes awal dan tes akhir.

Hasil yang diperoleh dari penelitian ini menunjukkan bahwa nilai  $t$ -obtained ( $t_0$ ) adalah 16.9. dengan tingkat signifikan 0.05 dan degree of freedom ( $df$ ) =  $N-1 = 15-1 = 14$ ,  $t$ -critical ( $t_t$ )  $\pm 2,145$ , jadi kesimpulannya adalah  $t$ -obtained ( $t_0$ ) lebih tinggi daripada  $t$ -critical ( $t_t$ ) dan hal tersebut menunjukkan bahwa ada perbedaan yang signifikan dari penguasaan kosakata siswa tingkat dasar Lembaga Kursus *Center of English Language Learning (CELL)* Pati pada tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan *Interactive Power Point Games*.

Berdasarkan hasil dari penelitian ini, penulis menyimpulkan bahwa *Interactive Power Point Games* sesuai dalam pengajaran kosakata di Lembaga Kursus *Center of English Language Learning (CELL)* Pati pada tahun ajaran 2012/2013. Bagi guru bahasa Inggris dan peneliti lain, *Interactive Power Point Games* dapat di terapkan sebagai teknik di dalam proses belajar mengajar.





## TABLE OF CONTENTS

	Page
<b>COVER .....</b>	<b>i</b>
<b>LOGO.....</b>	<b>ii</b>
<b>TITLE .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION .....</b>	<b>iv</b>
<b>ADVISOR APPROVAL .....</b>	<b>v</b>
<b>EXAMINERS' APPROVAL.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAKSI .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xiii</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES .....</b>	<b>xix</b>

### **CHAPTER I INTRODUCTION**

1.1 Background of the Research .....	1
1.2 Statement of the Problem.....	6
1.3 Objective of the Research .....	6
1.4 Significance of the Research.....	7
1.5 Scope of the Research .....	8
1.6 Operational Definition .....	9

### **CHAPTER II REVIEW TO RELATED LITERATURE AND HYPHOTHESIS**

2.1 Teaching English .....	11
2.1.1 Teaching English for Elementary School Students .....	12
2.1.2 Teaching Vocabulary to Elementary School Students.....	14
2.2 General Definition of Course .....	15



2.2.1 The Purpose of Course .....	16
2.2.2 English Course .....	16
2.2.3 The Development of Skills in English Course.....	17
2.2.4 The Advantages of Attending English Course.....	18
2.2.5 Center of English Language Learning ( <i>CELL</i> ) Course Pati .....	19
2.2.6 The Curriculum of <i>CELL</i> Course Pati .....	20
2.2.7 Program of <i>CELL</i> Course Pati .....	20
2.2.8 Purpose of <i>CELL</i> Course Pati .....	21
2.2.9 The Material of <i>CELL</i> Course Pati .....	22
2.3 General Concept of Vocabulary.....	22
2.3.1 The Definition of Vocabulary .....	24
2.3.2 Vocabulary Mastery .....	25
2.3.3 Teaching Vocabulary .....	27
2.3.4 Technique in Teaching Vocabulary .....	31
2.4 Interactive Power Point Games in Teaching Vocabulary .....	32
2.4.1 Interactive Power Point Games .....	32
2.4.2 The Step of Using Interactive Power Point Games in Teaching Vocabulary .....	35
2.5 Review to Previous Research .....	35
2.6 Theoretical Framework .....	36
2.7 Hypothesis .....	38

### **CHAPTER III METHOD OF THE RESEARCH**

3.1 Design of the Research .....	39
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3.2	Population and Sample .....	41
3.3	Instrument of the Research .....	42
3.4	Data Collection .....	45
3.5	Data Analysis .....	46

#### **CHAPTER IV FINDING OF THE RESEARCH**

4.1	Research Finding .....	51
4.1.1	The Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before Being Taught by Using Interactive Power Point Games.....	52
4.1.2	The Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 After Being Taught by Using Interactive Power Point Games.....	54
4.2	Hypothesis Testing .....	57

#### **CHAPTER V DISCUSSION**

5.1	Discussion.....	61
5.2	The Significant Difference between the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before and After Being Taught by Using Interactive Power Point Games .....	62

## CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion .....	65
6.2 Suggestion.....	66
 BIBLIOGRAPHY .....	 68
APPENDICES .....	70
STATEMENT .....	151
CURICULUM VITAE .....	152



## LIST OF TABLES

Table	Page
3.1 The Criteria of Measuring the Test Score .....	48
4.1 The Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before Being Taught by Using Interactive Power Point Games.....	52
4.2 Frequency Distribution of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> Course Pati) in Academic Year 2012/2013 Before Being Taught by Using Interactive Power Point Games .....	53
4.3 The Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 After Being Taught by Using Interactive Power Point Games.....	55
4.4 Frequency Distribution of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 After Taught by Using Interactive Power Point Games.....	55
4.5 The Summary of t-test Result of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before and After Taught by Using Interactive Power Point Games.....	57

## LIST OF FIGURES

<b>Figure</b>		<b>Page</b>
3.1	The Experimental Design of Pre-Test And Post-Test..... 40	
4.1	The Bar Diagram of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before Taught by Using Interactive Power Point Games.....	54
4.2	The Bar Diagram of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 After Taught by Using Interactive Power Point Games..... 56	
4.3	Sampling Distribution showing $t$ (obtained) versus $t$ (critical) $\alpha$ .05 two tailed test, $df = 14$ ..... 59	



## LIST OF APPENDICES

Appendix	Page
1. Syllabus .....	71
2. The Table of Specification for the English Vocabulary Mastery of Pre-Test Items in the Center of English Language Learning ( <i>CELL</i> ) Course Pati .....	72
3. The Table of Specification for the English Vocabulary Mastery of Post- Test Items in the Center of English Language Learning ( <i>CELL</i> ) Course Pati .....	74
4. Lesson Plan .....	76
5. The List of Students of the Third Grade of SD N 1 Gabus Pati in Academic Year 2012/2013 for Try Out Test .....	112
6. Try – Out Test Items .....	113
7. Key Answers of Try - Out Test Items .....	117
8. The Data Tabulation of Try - Out Test of the Third Grade Students of SD N 1 Gabus Pati .....	121
9. The Calculation of Try- Out Test of the Third Grade Students of SD N 1 Gabus Pati in Academic Year 2012/2013 .....	122
10. The List of Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 .....	123
11. Pre – Test Items .....	124
12. Key Answers of Pre – Test Items .....	128
13. The Data Tabulation of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before Being Taught by Using Interactive Power Point Games .....	133

14. The Calculation of Mean and Standard Deviation of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 Before Being Taught by Using Interactive Power Point Games .....	134
15. Post – Test Items .....	136
16. Key Answers of Post – Test Items .....	140
17. The Data Tabulation of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 After Being Taught by Using Interactive Power Point Games .....	145
18. The Calculation of Mean and Standard Deviation of the Vocabulary Mastery of the Elementary Level Students of the Center of English Language Learning ( <i>CELL</i> ) Course Pati in Academic Year 2012/2013 After Being Taught by Using Interactive Power Point Games .....	146
19. The Calculation of t-obtained ( $t_0$ ) .....	148
20. Critical Values of t-table .....	150